

CLASS 5		AUTUMN FISRT HALF TERM CURRICULUM MAP 2016					TOPIC – Ancient Greece	
	Week 1 5.9.16	Week 2 12.9.16	Week 3 19.9.16	Week 4 26.9.16	Week 5 3.10.16	Week 6 10.10.16	Week 7 17.10.16	
English	Traditional Tales – legends (3 weeks) Topic link (Vikings and Anglo Saxons) - Beowulf Written outcomes - Reflect on the main character of the legend from different viewpoints. <i>Re-tell the story from several different perspectives.</i> Grammar focus: <ol style="list-style-type: none"> Learn the grammar in scheme of work specifically using a range of conjunctions to create compound and complex sentences. Use relative clauses. Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis. Use correct punctuation to indicate speech. Use expanded noun phrases to convey complicated information concisely 			Recount – biography (2 weeks) Written outcome - Compose a biographical account based on research. Grammar focus: <ol style="list-style-type: none"> Learn the grammar in appendix specifically using adverbials of time, space and number Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis. Use expanded noun phrases to convey complicated information concisely Use brackets, dashes and commas to indicate parenthesis. Use semi-colons, colons or dashes to mark boundaries between main causes Use colons to introduce lists 		Vocabulary building – free verse (2 weeks) Writing outcome - Read, write and perform free verse Grammar focus: <p>Consolidate previous grammar work - specifically using and choosing descriptive language; adjectives, adverbs and powerful nouns and verbs.</p>		
Spelling	Homophones and near-homophones: there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, of/off, sun/son, to/too/two, be/bee, blue/blew, night/knight	Contractions: can't, didn't, don't, hasn't, couldn't, it's, I'll, he'll, she'll, they're, won't wouldn't	The suffix –ous: poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous	The suffix -eous/ious: courageous, outrageous serious, obvious, ambitious, ferocious, delicious, anxious curious hideous, spontaneous, courteous	The suffix tion/sion: invention, injection, action, hesitation, completion, station, nation expansion, extension, comprehension, tension	The suffix ssion/cian: expression, discussion, confession, permission, admission musician, electrician, magician, politician, mathematician	Review of all spellings learnt.	
Big write	Character description - Looking for a hero	Newspaper article – Monster attacks Hereot	Narrative – The fierce battle	Letter – thank you letter to Beowulf	Biography – a chosen famous person	Recount – Invaiding as a Viking	Poetry – battle saga	
Reading	Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories. <i>Link to topic work and literacy (legends)</i>		Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. <i>Non-fiction focus on biography and autobiography texts to support literacy work.</i>		Maintain positive attitudes to reading and understanding of what they read by: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. <i>Learning, performing and editing own verse and poetry by selected authors.</i>			

<p>Maths</p>	<p>Number and place value LO: to read, write and order numbers to 1,000,000 SKILLS: Read and write in both digits and words numbers to 1,000,000. Order numbers from smallest to largest and compare using appropriate symbols < > Understand the value of each digit within a number up to 1,000,000 Solve real life problems using place value knowledge</p>	<p>Number and place value LO:to count forwards and backwards in from any given number up to 1,000,000 and round to the nearest 10, 100, 1000, 10 000, 100 000 SKILLS: Be able to count forwards or backwards from a given starting number in steps of powers of 10. To round numbers using knowledge of digit value and its proximity to the nearest whole number. Apply methods and understanding of rounding large numbers to problem solving</p>	<p>Addition and subtraction – 2 weeks LO: to add and subtract whole numbers with more than 4 digits. SKILLS: to use formal written methods to add and subtract increasingly large numbers. To understand carrying and exchanging units to complete a calculation. To mentally add and subtract increasingly large numbers. To use rounding to estimate answers. Solve addition and subtraction multi-step problems in context</p>		<p>Multiplication and division – 2 weeks. LO: to identify multiples and factors and understand what makes a prime number SKILLS: Identify factors and multiples using tables knowledge Find all factor pairs Know and use vocabulary of prime numbers, prime factors and composite (non prime) numbers. Investigate numbers up to 100 to establish if they are prime. Be able to easily recall all prime numbers to 19 Solve problems involving multiplication and division including using their knowledge of multiples, factors , squares and cubes.</p>		<p>Problem solving LO: to solve number and practical problems using + - or my knowledge of multiples and factors. SKILLS: Assessment of previous learning to inform progress.</p>
<p>Big maths</p>	<p>C reading numbers Steps 6-9 3-6d numbers L revision of step 13 6,7,9 tables I adding with PIM Step 5 adding hundredths C addition steps 32-33 1dp+1dp with a whole and bridging a whole</p>	<p>C squiggleworth Step 4 Partitioning 2dp L revision of steps 14 and 15 11,12 tables I doubling and halving Steps 5/6 -3d numbers C column addition Any 4d+4d</p>	<p>C core numbers Steps 6-7 Understand and order 1/2dp L independent schedule work I jigsaw numbers Steps 3-5 Missing pieces to 100/1000/dp C subtraction steps 30-31</p>	<p>C counting in multiples Steps 6-9 9s,6s,7s,8s L independent schedule work I multiplying and dividing by 10 Steps 3-5 Decimals by 10/100/1000 C column subtraction Any 4d-2d/3d/4d</p>	<p>C count fourways Step 7 -1s/-10s/-100s/-0.1s L jumbled tables from independent schedule I smile multiplication Steps 3- 5 Fact families for multiples/tenths and hundredths C multiplication Steps 13-14 Any smile multiplication or 1dx2d for 6-9 tables</p>	<p>C counting along Steps 2-4 Counting using unlabelled number line – no number line L fact families from independent schedule I coin multiplication Steps 3-4 Coin card and adding multiple together C column multiplication Step 4 Any 2dx2d</p>	<p>C revision of all counting strategies L revision of completed schedule I revision of all strategies C revision of all methods FAB and column</p>

Science	Properties and changes of materials – chemistry strand						
	<p>LO: to understand and be able to identify the three states of matter. <i>SKILLS: to have a secure knowledge of what constitutes a solid, liquid and gas.</i> <i>Be able to group materials according to their state.</i> Method: vocabulary organising exercise – match the statements to the corresponding state for solids, liquids and gasses. Practical activity - Find and organise different everyday materials into the correct state. Make statements about why certain materials are used for purpose.</p> <ul style="list-style-type: none"> <i>I can record data and results of increasing complexity using scientific diagrams and labels</i> 	<p>LO: to understand the properties of every day materials. <i>SKILLS: compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</i> Method: organise different materials into groups depending on their properties. Group these using appropriate recording diagram – e.g. venn diagram to compare results of inquiry. <i>I can report and present findings from enquiries, including conclusions, causal relationships and explanations</i></p>	<p>LO: to know why everyday objects are made from certain materials. <i>SKILLS: • I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</i> Method: predict which material will hold the most weight based on understanding of materials. QUESTION: can you make a structure out of paper which will hold a 5kg weight? <i>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i></p>	<p>LO: to investigate thermal conductivity <i>SKILLS: compare and group together everyday materials on the basis of their properties – including thermal conductivity</i> <i>plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i> Method: investigate which materials keep water hot and cold the longest. <i>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i></p>	<p>LO: to know which materials will dissolve in water to make a solution. <i>SKILLS: Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</i> <i>Demonstrate that dissolving, mixing and changes of state are reversible changes.</i> Method: give class a selection of materials (sand, flour, chalk, sugar, coffee granules etc) and investigate which of these will dissolve in water. QUESTION: what variables would have a direct impact on our results? <i>I can report and present findings from enquiries, including conclusions</i></p>	<p>LO: to separate materials from a mixture. <i>SKILLS: To use knowledge of different materials to separate them from a mixture/solution</i> <i>To use different methods such as sieving, filtering and evaporation.</i> <i>To decide with methods to use and select appropriate equipment for the task.</i> Method: Alien soup activity – decide how to separate the components from a mixture of materials such as iron filings, rice sand, sugar and water. <i>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</i></p>	<p>LO: to understand what makes an irreversible change. LO: to understand what makes an irreversible change. <i>SKILLS: explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible</i> <i>Use knowledge of states to investigate what happens when yeast is mixed with sugar and hot water</i> <i>Identify the new material as a gas – CO₂</i> Method: bread making – use practical skills to make dough rise and create a new product in which the original state of ingredients cannot be reversed. <i>I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</i></p>

Art and Design	<p>LO: To understand how primary colours are mixed to create new shades. <i>SKILLS; Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</i> <i>Method:</i> <i>Create a colour wheel demonstrating skills of mixing colours from primary colours.</i> <i>Be able to describe why colours are primary, secondary and tertiary.</i></p>	<p>LO: To create a collage of a Viking ship <i>SKILLS: Create imaginative work from a variety of sources</i> LINK TO LITERACY AND TOPIC – <i>looking at Viking longships and travel. To create a seascape using different materials then add a longship with individual sail and dragon design.</i></p>	<p>LO: Learn about artists, designers and architects in history. Plan a broach through drawing and other preparatory work <i>SKILLS:</i> <i>Using artefacts and photographic evidence to create an decorative everday object based on Viking design.</i></p>
Computing	<p>LO: to collect data from a number of independent sources. Topic link – who were the Vikings? SKILLS: <i>Understanding how to collect and present data for an audience.</i> <i>Shows understanding of how to access and use the internet independently and sensibly to retrieve information.</i></p>	<p>LO: to create a PP biography Literacy link – biography SKILLS: <i>To research a chosen person for biographical information</i> <i>Collect, organise and present digital content in an appropriate format</i></p> <p>LO: to design an Olympic based game Topic link SKILLS: <i>Using basic coding skills design an Olympic themed game.</i> <i>Evaluate result and make adjustments to programming for final product.</i> <i>Market game to peer group and gather data on results on survey.</i></p>	
Design Technology	<p>LO: to design and make a piece of Viking jewellery. Topic link – Viking clothing and decoration. SKILLS: <i>Making • accurately measure, mark out, cut and shape materials and components</i> <i>Evaluating • critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make</i></p>	<p>LO: to design and make a rune purse. Topic link – how the Vikings used and carried runes. SKILLS: <i>Design • make design decisions, taking account of constraints such as time, resources and cost (use knowledge of mosaic designs)</i> <i>Making • apply a range of finishing techniques, including those from art and design, with some accuracy</i></p>	<p>LO: To research and make Viking bread. SKILLS: <i>Nutrition • how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking</i> • that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</p>
Geography	<p>Topic – Saxons and Vikings</p> <p>LO: to locate on a map where the Vikings came from and the countries they invaded. SKILLS: <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> <i>Locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and game human characteristics, countries, and major cities</i> LO: to understand how agriculture and civilization is dependent on resources and physical aspects of geography. SKILLS: <i>Human geography: including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</i></p>		

History	Topic – The Vikings Who were the Vikings? LO: <i>I can explain how a timeline works, including BC and AD.</i> <i>I can order a timeline.</i> SKILLS: <i>Know and understand significant aspects of history: nature of ancient civilisations; expansion & dissolution empires Invasion and its repercussions; how did it grow and why? Develop a chronologically secure knowledge and understanding of the Greek timeline.</i> How the Vikings lived LO: <i>I can explain Viking society – including family groups, living conditions and key aspects of how they lived.</i> <i>Note connections, contrasts and trends over time</i> <i>Ask questions about change, cause, similarity and difference</i> <i>How society was organised and key beliefs.</i> The Viking Gods LO: <i>I can explain the key aspects of the Vikings belief system – including their Gods and how they worshipped and celebrated.</i> <i>Understand how our knowledge of the past is constructed from a range of sources e.g. artefacts, jewellery, weapons. Note connections, contrasts and trends over time – e.g. how they settled and adopted other ideas from different civilisations they encountered.</i> <i>I can learn about the past from sources including art.</i>				
Languages Weekly theme	Unit 1 – moi LO: to use simple greetings and statements to describe how we are feeling. SKILLS: <i>Listen and show understanding of short phrases through physical response.</i> <i>Ask and answer several simple and familiar questions with a rehearsed response.</i>		Unit 2 – mon famille LO: to describe family units and relationships SKILLS: <i>Use familiar vocabulary to say simple sentences using a language scaffold.</i> <i>Make simple rehearsed statements about themselves, objects and people.</i>		Unit 3 – numbers and celebrations LO: use number vocabulary to 50 and apply this to birthdays and age. Learn ‘happy birthday’ in french SKILLS: <i>Read and show understanding of simple familiar phrases and short sentences.</i> <i>Make simple rehearsed statements about themselves, objects and people</i> <i>Say a simple rhyme from memory; join in with words of a song or storytelling.</i>
Music	Whole class guitar lessons – term 1 SKILLS: <ul style="list-style-type: none"> • <i>To play musical instruments in solo and ensemble contexts with increasing accuracy, fluency, control and expression.</i> • <i>To recall sounds and melodies accurately using aural memory.</i> History link – music in ancient Greece. LO: to know what music was used for in ancient Greece. SKILLS: <ul style="list-style-type: none"> • <i>To begin to understand the development of music through different historical periods.</i> 				
Physical Education	GAMES – LO: to acquire and develop skills for team invasion games. SKILLS: <ul style="list-style-type: none"> • <i>know and understand the basic principles of warming up, and understand why it is important for a good quality performance</i> • <i>develop a broader range of techniques and skills for attacking and defending</i> <i>develop consistency in their skills</i>				
Religious Education	How the Bible is used in Christian worship in local churches. LO: to know why the Bible is important and how it is used in a variety of different countries, churches and contexts. SKILLS: <i>Describe the key aspects of religions especially the people, stories and traditions that influence the beliefs and values of others.</i> <i>Discuss their own and others’ views of religious truth and belief, expressing their own ideas.</i> <i>Investigate the significance of religion in the local, national and global communities.</i> HALF TERM UNIT.				
PSHE	New year – new start. LO: to create a class	Friendships and	How to be a good friend	Then and now – how has being a child changed since Goonhavern school was founded.	What do our school values mean for us today. LO: to know what our responsibilities are in

	<p>charter that reflects our responsibilities and targets for the new year. SKILLS: <i>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</i></p>	<p>relationships LO: to develop an understanding of empathy and sympathy SKILLS: <i>To understand that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view</i></p>	<p>LO: know what qualities make a good friend SKILLS: <i>To know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</i></p>	<p>LO: to understand how rules and expectations have changed over time SKILLS: <i>To understand why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</i></p>	<p>school and in the community. SKILLS: <i>To talk and write about their opinions, and explain their views, on issues that affect themselves and society</i></p>		
Debating	<p>Being a class 5 Hero. Our new class targets – what should we celebrate in our class.</p>	<p>Being a good friend means always agreeing with someone else's opinions.</p>	<p>We should always tell the absolute truth.</p>	<p>Age restrictions on films and games don't matter.</p>	<p>Life was better in the 'old days' – discuss.</p>	<p>Why are rules made?</p>	<p>Winning is the most important factor.</p>
Community cohesion	<p>Goonhavern 140 celebration – mini topic. THEN AND NOW – look at school and life 140 years ago and through the years. Use photographic evidence to see changes in style and ideas. Reflect on social changes – e.g. clothes, music, games, school, lessons and rules. Talk to residents and family about how the area and school has changed over the years. Visit the local museum to gather information and ideas about the changes in our community.</p>						
Educational visits			<p><i>Trip to Perranporth museum.</i></p>				<p><i>Trip to Maritime museum for Viking topic.</i></p>